

LOUISIANA BOARD OF REGENTS 2007– 2008 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS LOUISIANA TECH UNIVERSITY

Message from the Commissioner:

Louisiana is being recognized nationally for the efforts of our universities to prepare high-quality new teachers who enter the profession prepared to address the needs of PK-12 students. All campuses are to be commended for the work they have done in the past and the work they are doing today to enhance the knowledge and skills of all new teachers. As improved student achievement continues to be a goal of all educators in Louisiana, the success of your work will continue for years to come as your well-prepared new teachers further develop their capabilities and become even more effective teachers in the future. The work you are doing is of the utmost importance, for it impacts the lives of students in Louisiana, and it impacts the economic health of our state.

*E. Joseph Savoie
Commissioner of Higher Education*

Mission of University

The mission of Louisiana Tech University is a comprehensive public university committed to quality in teaching, in research and creative activity, and in public service. A selective admissions university, it offers a broad range of fully accredited undergraduate degrees to qualified students in Louisiana, as well as from the region, the nation, and foreign countries. Integral to the purpose of the University is its expanding commitment to graduate-level education in its areas of strength; it offers master's degrees in a variety of areas and doctoral programs in areas of specified expertise. It maintains as its highest priority, the education of its students and encourages its students to regard learning as a lifelong process. At Tech, advanced technology supports quality teaching, research, administration, and service.

Student Characteristics of University

During Fall 2006, the university had a total enrollment of 8,999 undergraduate and 2,201 graduate students. A total of 5,314 students were males and 5,886 were females. The majority of the students were from Louisiana with a total of 9,555 in-state students, 1,120 out-of-state students, and 525 foreign students. Among students enrolled in the undergraduate program, 1,446 were black, 6,363 were white, and 1,190 were other races. Among students enrolled in the graduate program, 473 were black, 1,277 were white, and 451 were other races.

Accreditation and Approval of Teacher Preparation Programs

The university is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). In addition, the college is accredited by the National Council for the Accreditation of Teacher Education (NCATE). All of the university's teacher preparation programs are approved by the Louisiana Board of Regents and the Louisiana Department of Education.

Notable Features and Accomplishments of Teacher Preparation Program

- Louisiana Tech University provides to partner school systems a quality assurance of candidates completing its teacher education degree programs.
- Louisiana Tech University has established formal partnerships for school reform with two Monroe City Schools. These partnership initiatives provide professional development for faculty and administrators as well as direct services to students.
- The College sponsors special workshops and other programs preparing teachers for National Board Certification. The programs resulted in 50 additional teachers securing national board certification during the year. In our 5 years of program operation, 140 other teacher participants have achieved this national recognition.
- Through a variety of externally funded projects, SciTEC directly served 1,456 K-12 students and 266 teachers representing 62 schools in 24 school systems.
- Teacher candidates have sequential clinical experiences in multiple schools with diverse learners and high poverty indices beginning with the freshman year and continuing through student teaching and internship.
- Students in the College have rich opportunities for service learning experiences.
- In addition to excellent undergraduate teaching degrees, the unit offers high quality alternative certification programs at masters degree and post-baccalaureate levels.

Notable Features and Accomplishments of Teacher Preparation Program (Cont'd)

- The Professional Development and Research Institute on Blindness focuses on providing appropriate preparation for teachers and parents of blind children and research on issues important in the field.
- The College's A.E. Phillips Laboratory School offers outstanding programs for children and youth, exceptional models of best practice in teaching and administration, and rich opportunities for research and professional development.
- The College's Psychological Services Clinic provides diagnostic and clinical services to the community, serving over 400 clients annually.
- A generous private donation supports tuition scholarships for cohort school faculty pursuing masters' degrees in teaching programs (Tech-Professional Outreach Program) or professional development and serves about 40 teachers and administrators per year.
- The College offers a full array of needs-based professional development initiatives for area educators.
- All faculty supervisors are certified LaTAAP evaluators.
- All Unit programs have been redesigned in alignment with national and state standards.

Teacher Preparation Program Data

The following data have been provided about the teacher preparation program.

1. Total number of students formally admitted to the regular teacher preparation program and enrolled in one or more courses during academic year 2006 - 2007 including all areas of teaching specialization.	282
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Teacher Preparation Program Data (Cont'd)

2. Total number of students enrolled in the regular teacher preparation program and alternate certification program including all areas of teaching specialization who participated in programs of supervised student teaching or supervised internships during Summer 2006, Fall 2006, Winter 2007, and/or Spring 2007.	318
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education	9
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2006, Fall 2006, and Spring 2007.	1
c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2006, Fall 2006, and Spring 2007.	29
d. Total number of supervising faculty for the teacher preparation program during 2006-2007.	39
4. Student/faculty ratio for student teaching and internship experiences.	9:2
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2006 - 2007.	40
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2006 - 2007	12
c. Total number of hours required during academic year 2006 - 2007 for student teaching.	480



LOUISIANA BOARD OF REGENTS 2007-2008 TEACHER PREPARATION ACCOUNTABILITY SYSTEM

OVERVIEW

In compliance with the Higher Education Act of 1998, Louisiana created a Teacher Preparation Accountability System to assess the performance of teacher preparation programs within the state. During the first phase (2001-2002) of the accountability system, the performance of the regular and alternate certification students on the state teachers' examination (PRAXIS) was assessed. During subsequent phases (2002-2003, 2003-04, and 2004-05), the quantity of program completers at each institution and the performance of each institution (e.g., performance of regular and alternate certification students on the state teachers' Praxis examinations and ratings by teachers of their teacher preparation programs) were assessed. In the future, additional factors will be assessed to examine such areas as ratings of programs by first year teachers' mentors and growth of learning of students taught by new teachers. The purpose of this accountability system is to clearly demonstrate to the public that all universities and colleges in Louisiana are working diligently to produce quality teachers who work effectively with PK-12 students.

During 2005-06, it was not possible to implement the Teacher Preparation Accountability System due to the closure of universities and schools in Louisiana and the inability to collect data from displaced teachers and mentors due to Hurricane Katrina and Hurricane Rita. A decision was made to revise the Teacher Preparation Accountability System. Quantity and PRAXIS examination passage rate data have been collected and are being disseminated to the public in the *2005-06, 2006-07, and 2007-08 Institutional Reports for the Preparation of Teachers*. These reports can be found on the Board of Regents web site at: <http://asa.regents.state.la.us/TE/reports/2007>. The documents provide an overview of the quantity of program completers and the passage rates of program completers at individual universities.

**QUANTITY OF PROGRAM COMPLETERS AND
SUMMARY OF HEA TITLE II PRAXIS EXAMINATION PASSAGE RATES
2006-2007 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

UNIVERSITY	TYPES OF PROGRAMS	TOTAL COMPLETED	NUMBER PASSED	PERCENTAGE PASSED
LOUISIANA TECH UNIVERSITY	HEA Title II 2006-2007 Regular Program Completers	102	102	100%
	HEA Title II 2006-2007 Alternate Program Completers	74	74	100%
	Total Number of 2006-2007 Program Completers	176	176	100%



**HEA - Title II
2006-2007 Academic Year**

Institution Name	LOUISIANA TECH UNIVERSITY
Institution Code	6372
State	Louisiana
Number of Program Completers Submitted	102
Number of Program Completers found, matched, and used in passing rate Calculations¹	102

March 30, 2008

<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	Statewide		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Basic Skills							
PPST READING	710	14	14	100%	328	328	100%
PPST WRITING	720	14	14	100%	340	340	100%
PPST MATHEMATICS	730	15	15	100%	335	335	100%
COMPUTERIZED PPST READING	5710	85	85	100%	1020	1020	100%
COMPUTERIZED PPST WRITING	5720	84	84	100%	1011	1011	100%
COMPUTERIZED PPST MATHEMATICS	5730	84	84	100%	1020	1020	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020	21	21	100%	184	184	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353	2			51	51	100%
PRINCIPLES LEARNING & TEACHING K-6	522	32	32	100%	699	699	100%
PRINCIPLES LEARNING & TEACHING 5-9	523	10	10	100%	53	53	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	39	39	100%	488	484	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542	2			37	37	100%
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	53	53	100%	845	841	99%
BIOLOGY AND GENERAL SCIENCE	030				2		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	8			92	91	99%
ENG LANG LIT COMP PEDAGOGY	043	8			92	92	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049	1			10	10	100%
MATHEMATICS	060	1			1		
MATHEMATICS: CONTENT KNOWLEDGE	061	7			55	55	100%
MIDDLE SCHOOL MATHEMATICS	069	2			13	13	100%
CHEM PHYSICS AND GENERAL SCIENCE	070				2		



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					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Academic Content Areas							
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	9			119	119	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	9			118	118	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				12	12	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091	17	17	100%	107	107	100%
BUSINESS EDUCATION	100	1			11	11	100%
MUSIC EDUCATION	110				1		
MUSIC CONTENT KNOWLEDGE	113	1			81	80	99%
FAMILY AND CONSUMER SCIENCES	120				6		
ART CONTENT KNOWLEDGE	133				30	29	97%
FRENCH CONTENT KNOWLEDGE	173				5		
SPANISH CONTENT KNOWLEDGE	191				7		
SPEECH COMMUNICATION	220				7		
BIOLOGY CONTENT KNOWLEDGE	235	1			23	23	100%
CHEMISTRY CONTENT KNOWLEDGE	245				2		
GENERAL SCI CONTENT KNOWLEDGE	435				4		
MIDDLE SCHOOL SCIENCE	439	2			15	15	100%
AGRICULTURE	700	2			2		



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<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	Statewide		
				<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	99	99	100%	1361	1361	100%
Aggregate - Professional Knowledge	104	104	100%	1471	1467	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	105	105	100%	1454	1443	99%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)						
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)						
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	102	102	100%	1429	1416	99%

Footnotes:

- ¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.
- ² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.
- ³ Number of completers who took one or more tests in a category and within their area of specialization.
- ⁴ Number who passed all tests they took in a category and within their area of specialization.
- ⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.